

Sample Performance Monitoring Plan Worksheet

Performance Indicator	Definition of Terms & Unit of Analysis	Data Source	Data Collection			Data Analysis		Cost (\$)
			Approach Or Method Of Data Collection	Schedule/ Frequency	Person or Entity Responsible	Type/ Frequency	Person or Entity Responsible	
Goal: Overall number of children engaged in exploitive child labor in Country X reduced.								
a. Number of children engaged exploitive forms of Child Labor in Country X	Definition: Children are those aged 18 and under. Exploitive child labor refers to the worst forms of child labor outlined in ILO Convention 182 and all types of work that prevents a child from obtaining an education or impedes a child's ability to learn as outlined in ILO Convention 138 Unit of Analysis: Children	Secondary studies as they become available, including: Government Census – year 2 Local NGO study in region Y – year 1 ILO/IPEC study – year 4	Compile data from secondary sources	As available	Monitoring and Evaluation (M&E) Specialist	As available	M&E Specialist	Staff Time

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Purpose: Targeted children withdrawn from exploitive labor or prevented from entering exploitive child labor educated								
a. Number of children withdrawn or prevented from exploitive child labor and enrolled in educational re-engagement program.	Definition: To be counted a child must meet two criteria: (a) be enrolled in the re-engagement program and be receiving or have received direct services from the project and (b) not be working in an exploitive labor situation. Children who formerly worked in exploitive labor are counted as withdrawn. Those who meet the project's definition of "high risk" are counted as prevented. Unit of Analysis: Children	Project records of individual children	Paper enrollment forms will be completed by project outreach staff for each enrolled child and forwarded to M&E Specialist who will enter them on a "by name" basis into the STS database	Periodically during enrollment cycles	Project Outreach Staff and M&E Specialist	Compiled for analysis and reporting biannually in Mar. & Sep.	M&E Specialist	Staff Time

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b. Percent of children withdrawn/prevented <i>retained</i> in re-engagement program	<p>Definition: To be “retained” in the re-engagement program a child must have attended at least 70% of classes in the month immediately preceding the reporting date.</p> <p>Children must continue to meet the definition of withdrawn/prevented to be counted.</p> <p>In calculating the percentage, the numerator is the number of children retained. The denominator is the number of w/p children ever enrolled in the program minus those who have officially completed.[◊]</p> <p>Unit of Analysis: W/P Children enrolled in re-engagement program</p>	Project attendance records of individual children	<p>Attendance will be taken daily by project teachers and recorded in attendance books, copies of which will be forwarded to the M&E Specialist who will enter retention status on a “by name” basis into the STS database;</p> <p>Project teachers will also monitor employment status monthly.</p>	Daily attendance collection; biannually forwarding of copies of records to M&E Specialist	Project teachers and M&E Specialist	Compiled for analysis and reporting biannually in Mar. & Sep.	M&E Specialist	Staff Time

[◊] Cohort methods will also be used to report to USDOL in TPR Table III.B.

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c. Percent of children withdrawn/prevented children completing re-engagement program	<p>Definition: To be counted as completing the re-engagement program a child must either <i>transition</i> back to a formal school or government sponsored vocational program OR <i>graduate</i> from the program by being over age 16 and reaching individualized academic targets equivalent to 8th grade.</p> <p>Children must continue to meet the definition of withdrawn/prevented to be counted.</p> <p>The numerator is the number of w/p children completing the program. The denominator is the total number of children ever enrolled in the program.^o</p> <p>Unit of Analysis: W/P Children enrolled in re-engagement program</p>	Project records of individual children	<p>Transitioning of children to other educational programs will be confirmed by project teacher's contacting the other program directly.</p> <p>For children completing their own individualized program equivalent to 8th grade, the Education Specialist will review the child's academic record kept by the teacher to confirm graduation</p>	Ongoing as transition and graduation occur; lists of completers will be forwarded to M&E Specialist for entry into the database on a monthly basis	Project teachers, Education Specialist and M&E Specialist	Compiled for analysis and reporting biannually in Mar. & Sep.	M&E Specialist	Staff Time

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d. Number of children not yet fully withdrawn from exploitive labor enrolled in re-engagement program	<p>Definition: Children not yet fully withdrawn from exploitive labor are those children who in any given month engage in exploitive labor on at least one occasion</p> <p>This indicator is a holding category, where children will be tracked until they are completely withdrawn from exploitive labor.</p> <p>Unit of Analysis: Children</p>	Project records of individual children	<p>Outreach staff will monitor children's employment status until they are fully withdrawn.</p> <p>Paper enrollment forms will be completed outreach staff for each enrolled child and forwarded to M&E Specialist who will enter them on a "by name" basis into the STS database</p>	Ongoing	Project Outreach Staff and M&E Specialist	Compiled for analysis and reporting biannually in Mar. & Sep.	M&E Specialist	Staff Time
e. Number of children withdrawn or prevented from exploitive child labor and enrolled in school attendance support program (SASP)	<p>Definition: To be counted a child must meet two criteria: (a) be enrolled in the school attendance support program and be receiving or have received direct services from the project and (b) not be working in an exploitive labor situation. Children who formerly worked in exploitive labor are counted as withdrawn. Those who meet the project's definition of "high risk" are counted as prevented</p> <p>Unit of Analysis: Children</p>	Project records of individual children	<p>Paper enrollment forms will be completed by project social workers for each enrolled child and forwarded to M&E Specialist who will enter them on a "by name" basis into the STS database</p>	Ongoing	Project Social Workers and M&E Specialist	Compiled for analysis and reporting biannually in Mar. & Sep.	M&E Specialist	Staff Time

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f. Percent of children w/p retained in school attendance support program	<p>Definition: To be “retained” in the school attendance support program a child must have received one or more direct program services in the month immediately preceding the reporting date as dictated by their customized treatment plan.</p> <p>Children must continue to meet the definition of withdrawn/prevented to be counted.</p> <p>In calculating the percentage, the numerator is the number of children retained. The denominator is the number of w/p children ever enrolled in the program minus those who have officially completed.^o</p> <p>Unit of Analysis: W/P Children enrolled in SASP</p>	Project attendance records of individual children	<p>Service records will be maintained by the Social Worker assigned to each child. Retention lists will be forwarded to the M&E Specialist who will enter retention status on a “by name” basis into the STS database.</p> <p>Social Workers will also monitor employment status monthly.</p>	Ongoing service record updating; biannually forwarding of retention lists to M&E Specialist	Project Social Workers and M&E Specialist	Compiled for analysis and reporting biannually in Mar. & Sep.	M&E Specialist	Staff Time
g. Percent of children w/p completing school attendance support program	<p>Definition: To be counted as completing the SASP program each barrier identified for that child must be sustainably resolved as confirmed by panel review of that child’s case.</p> <p>Children must continue to meet the definition of withdrawn/prevented to be counted.</p> <p>The numerator is the number of w/p children completing the program. The denominator is the total number of children ever enrolled in the program.**</p> <p>Unit of Analysis: W/P Children enrolled in SASP</p>	<p>Project records of individual children; panel review records.</p> <p>Social Workers will prepare records of children they believe meet the definition of completion for review by a panel comprised of the Education Specialist and Program Director who will determine if that child’s barriers have indeed been permanently overcome.</p>	Records of each panel review will be forwarded to the M&E specialist for entry into the database	After each panel review	M&E Specialist	Compiled for analysis and reporting biannually in Mar. & Sep.	M&E Specialist	Staff Time

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Output 1: Awareness								
Output 1 Awareness and attitudes in targeted communities about the difference between acceptable child work and hazardous/exploitive child labor improved								
1a) Percent of surveyed children, adults and community members who can accurately differentiate between acceptable forms of child work and hazardous/ exploitive child labor	<p>Definition: Survey will use list of types of child labor and child work situations and have participants indicate which are acceptable in their view. Answers will be deemed correct or incorrect in accordance with ILO Conventions 182 and 138.</p> <p>Numerator is number of those surveyed who score 80% or more correct. Denominator is the total number of completed surveys. Data will be disaggregated by age and gender</p> <p>Unit of Analysis: Surveyed children, adults and community members</p>	Survey	Survey	Baseline, prior to mid-term evaluation, prior to final evaluation	Project Director will oversee baseline study which will be conducted by University researchers and temporary project survey interviewers.	Immediately after completion of each survey	For baseline study, University Researcher. For mid-term and final survey, M&E Specialist under guidance of Project Director	<p>\$40,000 total cost of baseline study, of which \$5,000 allocated to this question</p> <p>\$15,000 for mid-term</p> <p>\$15,000 for final</p> <p>TOTAL \$35,000</p>

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1b) Percent of targeted villages in which traditional chiefs, imams and other key community leaders make public statements in favor of child laborers being withdrawn from exploitive forms of labor and educated	<p>Definition: To be counted, the statement must be made in a formal public setting such as during a formal community gathering or Friday prayers and the statement must specifically encourage hearers to change behavior.</p> <p>To count as community leader, the speaker must be recognized within the community as such.</p> <p>Unit of Analysis: Number of public statements by different leaders</p>	Project records	Social Workers, Teachers and Outreach Staff in each community will make a record of any qualifying public statement, including the date, speaker, venue, and summary of what was said. Staff may initially learn of statements via word of mouth, by being present themselves or via newspaper or radio in larger communities	Ongoing	All project Social Workers, Teachers and Outreach Staff	Records compiled biannually in Mar. & Sep.	M&E Specialist	Staff Time

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Output 2. Educational Programs								
Output 2.1 Effective educational re-engagement program attractive to street children and other children withdrawn from exploitive labor provided								
2.1 (a) Percent of enrolled children attending educational re-engagement program classes at least 85% of the time	<p>Definition: Attendance 85% of the time is measured beginning on the first day the child is eligible for classes, through the final measurement day in the reporting period.</p> <p>The numerator is the number of enrolled children meeting the 85% attendance threshold. The denominator is the number of children enrolled in the educational engagement program</p> <p>Unit of Analysis: children enrolled in educational re-engagement program</p>	Project attendance records of individual children	Attendance will be taken daily by project teachers and recorded in attendance books, copies of which will be forwarded to the M&E Specialist who will calculate attendance rates for each child	Daily attendance collection; biannually forwarding of copies of records to M&E Specialist	Project teachers and M&E Specialist	Compiled for analysis and reporting biannually in Mar. & Sep.	M&E Specialist	Staff Time
2.1 (b) Percent of enrollees rating the program on how worthwhile it is (at least 4 on a 5 point scale)	<p>Definition: Enrolled children will be asked how worthwhile they feel the program is, with a 5 point Likert response scale ranging from “not at all” to “very worthwhile”</p> <p>Unit of Analysis: Surveyed children enrolled in educational re-engagement program</p>	Survey of children enrolled in educational re-engagement program	Brief written survey of enrolled children with Likert scale question on how worthwhile the children feel the program is	Twice per year	M&E Specialist to coordinate survey effort; teachers will administer surveys	Biannually in Mar. & Sep.	M&E Specialist	Staff time

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2.1 (c) Percent of enrollees meeting individualized educational attainment goals	<p>Definition: Individualized educational attainment goals to be reached by mid-term and end of term will be set for each child upon enrollment and at the beginning of each subsequent term. Attainment will be measured via academic testing administered by the teacher</p> <p>Unit of Analysis: Children enrolled in educational re-engagement program</p>	Academic records of each child	Scores of tests of academic attainment as compared to educational goals set for each child	Mid-term and end of term	Teachers	Lists of children meeting their educational goals will be forwarded to the M&E Specialist as mid-term and end-of-term results are available	M&E Specialist	Staff time

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Output 2.2 Barriers to formal school attendance for at risk children alleviated								
2.2 (a). Percent of children enrolled in School Attendance Support Program (SASP) who attends formal school regularly.	<p>Definition: Attending formal school regularly means having an attendance record above the average for that school.</p> <p>The numerator is the percent of children having better than average attendance records. The denominator is the number of children enrolled in SASP at the beginning of the reporting period</p> <p>Unit of Analysis: Children enrolled in SASP</p>	Records from formal schools where SASP students are enrolled	Project Social Workers will collect attendance data from each school	Monthly	Project Social Workers	Quarterly	M&E Specialist will compile and analyze data	Staff Time
2.2 (b). Percent of children enrolled in SASP who had transport/ uniform/ lunch problems identified as barriers for whom those problems have been sustainably solved	<p>Definition: “sustainably solved” means that the identified issue has been resolved in a permanent way, requiring no additional project support, as determined by a review panel.</p> <p>Unit of Analysis: children for whom transport/ uniform/ lunch problems identified as barriers</p>	Review panel records	Project Social Workers will prepare case records viewed as candidates for designation as solved for presentation to review panel made up of the Project Director, Education Specialist and an independent third party in each region	Quarterly	Project Social Workers will prepare case records. Education Specialist will coordinate reviews.	Quarterly	M&E Specialist will compile and analyze data	Staff Time

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2.2 (c). Percent of children assigned to SASP remedial education/ mentoring/ other educational support who are out of the "Danger zone" and no longer require those educational supports	<p>Definition: Out of the "danger zone" means that the student's educational level is at grade and has remained so for at least three months.</p> <p>Numerator is the number of children out of the danger zone. Denominator is the number of children assigned to SASP remedial education/ mentoring/ other educational support.</p> <p>Unit of Analysis: Children assigned to SASP remedial education/ mentoring/ other educational support</p>	Project Records	Social Workers will check the educational performance of each student in their caseload and confer with the child's formal school teacher	Quarterly	Project Social Workers	Records will be forwarded to M&E Specialist on a quarterly basis for compilation and analysis.	M&E Specialist	Staff time
2.2 (d). Percent of children for whom family attitude was identified as a barrier to education whose family attitude scores improves to at least 4 on a 5 point scale	<p>Definition: Family attitude will be assessed by Project Social Workers during initial home visits, using an observation checklist, which can then be scored on a 5 point scale.</p> <p>Families of children who enroll in the SASP program with initial scores below 4 will be periodically re-assessed.</p> <p>Numerator is the number of children enrolled in SASP for whom family attitude scores have risen from less than 4 to 4 or above. Denominator is the number of children enrolled in SASP for whom family scores were initially below 4.</p> <p>Unit of Analysis: Children enrolled in SASP for whom initial family attitude scores were below 4.</p>	Project Records	Social Workers will utilize an observation checklist to assess family attitude towards child labor and the value of education during initial home visits with each targeted family. Home visits and assessments will be repeated every six months for those children who enroll in SASP whose initial family scores were below 4	Every six months	Project Social Workers	Records will be forwarded to M&E Specialist on a quarterly basis for compilation and analysis.	M&E Specialist	Staff time

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Output 3: Policy and Institutional Strengthening.								
Output 3.1: Policymakers in targeted government institutions well informed on issues and policy options regarding education for child laborers and at risk children								
3.1 Percent of targeted public officials who have received a complete briefing on study findings from the project’s research, along with annual updates	<p>Definition: Targeted public officials will be those identified by the project on a list developed during year 1 and updated every six months.</p> <p>Receiving a complete briefing means that the project staff have been able to fully present findings in a small group setting</p> <p>Unit of Analysis: Public officials targeted by the project</p>	Project Records	Records will be kept of each briefing, including date, attendees and any major comments or issues identified	As briefings occur, general schedule will be within three months of release of study and within two months of release of each annual update	Project Director	Project records will be compiled and analyzed every six months	M&E Specialist	Staff time
3.2 (a) National Child Labor Policy (NCLP) adopted.	<p>Definition: The indicator will be met when Ministry Officials formally announce adoption of the National Child Labor Policy (NLCP).</p> <p>Unit of Analysis: NCLP</p>	Official written announcement of policy	Coordination with Ministry Staff	Once	Project Director	n/a	n/a	Staff time
3.2 (b) Number of programs developed dealing with the worst forms of child labor	<p>Definition: To be considered developed the program must be officially adopted by the government (at any level), the National Steering Committee, or any one of the social partners</p> <p>Unit of Analysis: NCLP initiatives</p>	Records of meetings with relevant Ministry Officials and other implementers	Coordination with Ministry Officials and other implementers	Ongoing	Project Director	Meeting records will be compiled and analyzed quarterly	M&E Specialist; Project Director	Staff time

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Output 4: Sustainability								
Output 4.1 Permanent National Coordinating Body with mandate to lead efforts for ongoing reductions in child labor in place								
4.1 Progress in development of permanent national coordinating body	Definition: Progress will be measured according to the following milestones: Reporting stages will include (1) legislation proposed; (2) legislation passed; and (3) members appointed and at least three meetings held Unit of Analysis: Steps in the development of permanent national coordinating body	Records of Parliament and meetings with relevant Ministry Officials and others involved in establishment of body; minutes of meetings	Project will closely monitor progress via regular contact with Government Officials involved in establishing body.	Ongoing	Project Director	Progress towards each milestone will be assessed quarterly	Project Director	Staff time